



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Scarborough High School

SAU: Scarborough School Department

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# 2010-2011 NCLB Report Card



**School:** Scarborough High School  
**SAU:** Scarborough School Department  
**Grade:** High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	279	275	99	68	68	49	12	57	19	13	271	4
	2009-2010	253	248	98	69	68	47	18	50	23	8	246	2
Female	2008-2009	143	141	99	68	68	53	9	59	21	11		
	2009-2010	119	117	98	72	71	49	14	58	24	4		
Male	2008-2009	136	134	99	69	68	46	14	54	16	15		
	2009-2010	134	131	98	66	66	46	22	44	23	11		
Caucasian/White	2008-2009	265	262	99	68	68	50	11	57	19	13		
	2009-2010	241	236	98	69	69	48	18	51	23	8		
African American/Black	2008-2009	1	1	100			26						
	2009-2010	0	0				28						
Hispanic	2008-2009	5	4	80		60	38						
	2009-2010	4	4	100			42						
Asian or Pacific Islander	2008-2009	8	8	100	88	88	46	25	63	0	13		
	2009-2010	8	8	100			41						
American Indian or Native Alaskan	2008-2009	0	0				32						
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	38	37	97	46	46	34	5	41	22	32		
	2009-2010	43	41	95	46	46	31	5	41	34	20		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	36	34	94	18	19	16	0	18	21	62		
	2009-2010	35	32	91	41	39	16	3	38	31	28		
Limited English Proficient	2008-2009	4	4	100			16						
	2009-2010	2	2	100			13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



**School:** Scarborough High School  
**SAU:** Scarborough School Department  
**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	279	278	100	62	61	42	8	55	22	16	274	4
	2009-2010	253	248	98	65	64	45	13	52	23	12	246	2
Female	2008-2009	143	142	99	60	59	41	2	58	25	15		
	2009-2010	119	117	98	63	63	43	6	57	27	9		
Male	2008-2009	136	136	100	65	63	43	13	51	19	16		
	2009-2010	134	131	98	66	66	47	19	47	20	15		
Caucasian/White	2008-2009	265	264	100	63	62	43	7	55	22	16		
	2009-2010	241	236	98	64	64	46	12	52	24	12		
African American/Black	2008-2009	1	1	100			16						
	2009-2010	0	0				22						
Hispanic	2008-2009	5	5	100	40	33	29	0	40	40	20		
	2009-2010	4	4	100			40						
Asian or Pacific Islander	2008-2009	8	8	100	75	75	52	25	50	25	0		
	2009-2010	8	8	100			51						
American Indian or Native Alaskan	2008-2009	0	0				21						
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	38	37	97	38	36	26	11	27	49	14		
	2009-2010	43	41	95	34	34	28	2	32	37	29		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	36	36	100	17	15	12	6	11	22	61		
	2009-2010	35	32	91	28	27	14	3	25	34	38		
Limited English Proficient	2008-2009	4	4	100			19						
	2009-2010	2	2	100			16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Scarborough High School
<b>SAU:</b>	Scarborough School Department
<b>Grade:</b>	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	69	69	48	98	98	96	64	63	43	89	89	80
Caucasian/White	98	98	96	68	68	49	98	98	96	63	63	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	95	95	94	46	46	32	95	95	94	37	36	27			
Students with Disabilities	*	*	92	29	30	16	*	*	91	22	22	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2010-2011 NCLB Report Card Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	25	8	29	4	6	4

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0.69

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>